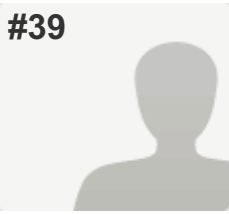


#39

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Wednesday, June 24, 2015 4:33:26 PM**Last Modified:** Thursday, October 01, 2015 1:36:58 PM**Time Spent:** Over a month**IP Address:** 207.165.16.1

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Q1: 1a. TLC Local Plan Measure (1)

Teacher leader performance

Q2: 1b. To what extent has this measure been met?

(no label)

Fully Met

Q3: 1c. Description of Results (1) (limited to 3000 characters)

Elementary:

- Facilitated Comprehensive Literacy Model process in all six elementary buildings and one intermediate building
- Developed a deeper personal understanding of relationship between standards—literacy instruction, common unit design and instructional practices.
- Developed a deeper and richer understanding of Sheltered Practices and built capacity to coach.
- Provided instruction and support to model classroom teachers that honed their skills in Sheltered Practices.
- Facilitated peer observations of model classroom teachers with grade-level teams to improve their practice.
- All coaching observations were centered on Sheltered Practices.
- Greatest area of personal growth.

Secondary:

- Facilitated professional learning of unwrapping standards to above a 75% completion.
https://docs.google.com/spreadsheets/d/1Hqh4K9J_xmhlYS1hOtUamOaVFPLMbB3CFDisyTdx3lg/edit?usp=sharing
 - Facilitated lesson study process in all three secondary buildings on an average 2 per month.
 - Expanded knowledge and skills for planning and delivery of professional learning in one-to-one, small-group, and large-group settings of adult learners.
 - Developed a deeper personal understanding of relationship between standards—common unit design, and instructional practices.
 - Developed a deeper and richer understanding of Sheltered Practices and built capacity to coach. Provided instruction and support to MCT that honed MCT skills in Sheltered Practices.
https://docs.google.com/a/marshalltown.k12.ia.us/spreadsheets/d/14PpP3iiBtF6u0_m3KavY7rxF52ULv_hXBjYyShN_V6c/edit?usp=sharing
- Successfully facilitated at least 55 full-coaching cycles and well over 200 informal classroom observations. Improvement in Sheltered Instruction for all Model Classroom Teachers based on video recordings and SIOP self reflection.

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Q4: 2a. TLC Local Plan Measure (2)

Student achievement

Impact of TLC Plan

Q5: 2b. To what extent has this measure been met?

(no label)

Fully Met

Q6: 2c. Description of Results (2) (limited to 3000 characters)

Attendance – K-12 – 2013-2014 93.98%, 2014-2015 94.48% Graduation Rate – 2013-2014 87.06%, 2014-2015 TBD Proficient Iowa Assessment Reading 2013-2014 2014-2015 4th Grade 56.9 58.8 8th Grade 59.8 57.2 11th Grade 67.7 68.0 Iowa Assessment Mathematics 2013-2014 2014-2015 4th Grade 71.0 70.3 8th Grade 59.2 62.9 11th Grade 77.6 76.3 Advanced Iowa Assessment Reading 2013-2014 2014-2015 4th Grade 16.5 14.7 8th Grade 13.4 14.1 11th Grade 7.8 6.7 Iowa Assessment Mathematics 2013-2014 2014-2015 4th Grade 19.5 13.5 8th Grade 13.5 13.8 11th Grade 10.4 14.7 Iowa Assessment – Reading 2014-2015 - There was an increase in 4th and 11th grade with a slight decrease in 8th grade. The increase in the percentage of students who scored in the advanced proficient ranges for reading as defined and measured by the Iowa Assessment showed an increase grades 8 and 11 with a slight decrease in 4th grade. The increase in the percentage of non-proficient students exceeding one year's growth as measured by the Iowa Assessment for reading in grades 8 and 11 will show a significant gains with a decline in 4th grade. Iowa Assessment - Math - 2014-2015 - There was increase in 8th grade with a slight decrease in grades 4 and 8. There percentage of students who scored in the advanced ranges showed gains in grades 8th and 11th. There percentage of nonproficient students exceeding one year's growth as measured by the Iowa Assessment - Mathematics - showed an increase in grades 4, 8 and 11. The TLC coaches and model classroom teachers built their capacity in Sheltered Instruction and supported classroom teachers. This provide more students access to the universal curriculum.

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Q7: 3a. TLC Local Plan Measure (3)

Student Engagement - Increase the percent of students engaged in classroom instruction as measured by the Instructional Practices Inventory

Q8: 3b. To what extent has this measure been met?

(no label)

Fully Met

Q9: 3c. Description of Results (3)(limited to 3000 characters)

K-12 - 2013-2014 90.68, 2014-2015 94.45% There was 4.20% increase in the IPI ratings of 3-6. The ability of the coaches and model classroom teachers to incorporate sheltered instruction provided more students access to and the opportunity to engage with the universal curriculum.

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Q10: 4a. TLC Local Plan Measure (4)

Student Discipline Data

Q11: 4b. To what extent has this measure been met?

(no label)

Fully Met

Q12: 4c. Description of Results (4)(limited to 3000 characters)

Decrease the number of in-school suspensions, out-of-school suspension and expulsions. Discipline Data K-12 2013-2014 2014-2015 In-School 1171 655 Out-School 243 153 Expulsion 1 3 There was a decrease in in-school, out-of-school and expulsions for 2015-2015. Increase student engagement and access to the universal curriculum again supported through the capacity building of coaches and model classroom teachers in the sheltered instructional practices.

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Q13: 5a. TLC Local Plan Measure (5)*Respondent skipped this question***Q14: 5b. To what extent has this measure been met?***Respondent skipped this question***Q15: 5c. Description of Results (5)(limited to 3000 characters)***Respondent skipped this question*

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Q16: 6. Based on the results of you data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change).

We will be adjusting the monitoring/accountability for the elementary level to include more quantitative data district-wide as opposed to building data. There will be a more focused development of building all 8 components of sheltered instruction in grades k-12

Q17: 7. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC as impacted your school improvement plan in your district.

This work over the last year has moved us further in the implementation of our instructional model as well as the Comprehensive Literacy Model. This is especially true at the secondary level where no coaching had been available in the past. We have room to grow in this work now that we have completed our first year. Without a doubt, it is the impact on the implementation of professional learning for teachers that will ultimately impact student learning. The impact of the TLC teachers on the school improvement plan has been to accelerate the learning for staff and the ability of the staff to better meet the needs of the English Learners.

Impact of TLC Plan

Q18: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.

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Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.

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Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.

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Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.

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Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.

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Q19: Name of School District:

Marshalltown Community School District

Q20: Name of Superintendent

Dr. Marvin Wade

Q21: Person Completing this Report

Dr. Susan Pecinovsky

Q22: Date of Submission

June 29, 2015
